DOCUMENT RESUME

ED 291 723 SP 029 979

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TITLE Overview of Three Teacher Induction Schemes and Theoretical Rationale for the Research Design.
PUB DATE Nov 87
NOTE 17p.; For related documents, see SP 029 980-982. Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 1987).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Beginning Teachers; Experiential Learning; Higher Education; Mentors; Preservice Teacher Education; *Program Development; Program Effectiveness; Program Evaluation; *Teacher Interns; *Teacher Orientation
IDENTIFIERS *Beginning Teacher Induction; *Extended Degree Programs; Memphis State University TN

ABSTRACT

An overview is presented of a research symposium that was structured to present a summary of major findings relative to the assessment of three teacher preparation-induction strategies implemented at Memphis State University during the 1986-87 academic year. Papers presented in the symposium summarized selected program features and addressed the research design, data collection strategies, and findings related to one study conceptualized within a comprehensive assessment of programs implemented in the second year of operating the university's Center of Excellence in Teacher Education. In this overview, summaries are given of the characteristics of the three fifth-year internship programs. The programs are based on different rationales and designs, and reflect distinct conceptual strategies of teacher preparation and induction. Twenty-one references are cited. (JD)

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OVERVIEW OF THREE TEACHER INDUCTION SCHEMES AND THEORETICAL RATIONALE FOR THE RESEARCH DESIGN

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Paper presented in the

Symposium: Overview and Analysis of Three Models of Teacher Induction

Mid-South Educational Research Association Annual Meeting

Mobile, AL

November 1987

SP 029 979

The research symposium was structured to present a summary of major findings relative to the assessment of three teacher preparation-induction strategies implemented by the College of Education, Memphis State University, during the 1986-87 academic year. Two of the programs were developed and initiated in 1985-86 as part of the College's developmental mission as a Center of Excellence in Teacher Education, a designation of institutional role made possible through the State of Tennessee's Comprehensive Education Reform Act of 1984 with funding provided through the Board of Regents System, the Tennessee Higher Education Commission, and the state legislature. Additional funding was provided through a grant from the Lyndhurst Foundation located in Chattanooga. Hereafter, references to Cycle II programs and activities of the Center specifically relate to those implemented in the second year of operating the Center.

Papers presented in the symposium summarize selected program features and address the research design, data collection strategies, and findings related to one study conceptualized within a comprehensive assessment of Cycle II programs. This study of three preparation-induction schemes sought to document selected fifth-year teaching internship experiences and to collect data appropriate for comparing the induction experiences of the interns with students

completing a traditional undergraduate student teaching experience. Such documentation of internship experiences and comparative data were needed for evaluative purposes for program assessment and improvement, a recognized mission of the College as a Center of Excellence. A secondary purpose was to seek to contribute to the knowledge base regarding teaching internships. As Bolam (1987), McDonald and Elias (1982) and others have noted, little systematic inquiry into the nature and outcomes of teaching internships have been initiated though the internship concept has become a popular idea and currently has widespread support among many professional educators.

As pre-service teacher preparation programs, the three schemes are based on different rationales and designs and reflect distinct conceptual strategies of teacher preparation and induction into the roles and responsibilities of teachers. These are summarized below.

The Three Program Models

The fifth-year programs are based upon the organizing metaphor of creating magnets to draw talented individuals into teaching (Sykes, 1983) as well as to provide screens through which those who are unqualified can be identified. These magnet programs, referred to as Program I and II are characterized as follows:

Program I is a graduate-level initial teacher certification degree program. Candidates are identified through a comprehensive recruitment process and screened prior to admission to the program and serve as interns in a 15 month graduated secondary school internship involving three components (teacher assistant, teacher associate, and teacher-of-record) which induct them into the complexities of teaching. Designed as a fifteen-month program of campus-based study and experiential learnings in diverse school contexts, interns move through a sequence of formal courses as cohorts and complete a thesis during the second summer session. Students in this program are referred to as Intern 1 subjects.

The second magnet program is a year-long graduate level certification design which satisfies the state's requirements for teaching in the secondary schools. Interns complete the entry year as apprentice-teachers with reduced teaching loads and induction support. This induction program is a modification of the British model that has received wide-spread attention in recent years. The internship begins with the opening of school in the fall semester with each intern having full responsibilities for three classes and other school-related duties are added throughout the year. Students in this program are referred to as Intern 2 subjects.

The undergraduate program requires the completion of a series of coursework and coordinated field experiences prior to practice as a teacher which occurs for 10-12 weeks during the senior year. The program, which was dropped from the catalog in 1985 with no students admitted after that time, places heavy emphasis on experiential learning in field settings with field/lab requirements in most professional core and specialized courses. Courses emphasize education-related principles grounded on the social and behavioral sciences. Students enrolled in 1985 were permitted to complete their degree plans and data presented in this study were obtained from those who were in their senior year and enrolled in student teaching. These students are designated as 4-year subjects.

As innovative teacher education programs, the two fifth-year magnet programs reflect various features called for by advocates of reform in teacher education, including expansion of the role of higher education in the initial year of teaching programs (Howey and Zimpher, 1986). Specific program features suggested by Howey and Zimpher present in the two magnet programs include redesigning the role of the college to provide entry-year assistance which helps identify, explicate, and resolve problems and issues of novice teachers, provision of indirect service to beginning teachers through a variety of services to mentors

or master teachers who work with the interns, field testing models of induction strategies mutually beneficial to mentors and beginners, and establishing conditions which allow for more analytical-reflective and inquiry-oriented approaches to teaching and learning. Recognizing and valuing the workplace as "the setting for adaptation and inquiry during the first year year of teaching" and development of conceptual/structural links between preservice preparation, induction into the roles of teaching and service as a teacher (Feiman-Nemser, 1983) are also unique features of the magnet programs.

All three programs place emphasis on occupational socialization "as a process by which the neophyte learns the culture, norms, and role behavior of the group he or she seeks to be accepted by and to join" (Haberman, 1983, pp. 10-11) and are theoretically grounded on Becker's (1964) approach to facilitating change in adults by placing them in the workplace where teaching is done since people take on the characteristics required by situations in which they participate. As experientially-grounded teacher education programs, and especially in the case of the two magnet programs which are tilted toward the apprenticeship model, they attend to what Waller (1932) documented many years ago regarding the powerful effect of the context in which the

beginning teacher works. Waller characterized the beginner as "ready to be formed by teaching" (p. 380).

The magnet program interns differ somewhat from traditional definitions of beginning teachers (Bolam, 1987). They have not completed all preservice requirements when they assume their roles and have not completed student teaching. Intern 1 subjects, unlike Intern 2 subjects, are not employed by the school districts. Both, however, possess provisional certificates; have responsibilities typically associated with experienced teachers and are in their beginning year as teachers. As induction schemes, the internships are consistent with one of three types identified by McDonald (1982), i.e., fifth-year internships specifically tailored to induct liberal arts graduates into the profession. They also satisfy the requirements of this type of internship, as specified by McDonald, in that they engage in half-time teaching with full responsibilities for no less than 5 or 6 months.

While the internship induction designs are not entirely consistent with various state-mandated induction programs for beginning teachers (Griffin & Millies, 1987; Huling-Austin & Murphy, 1987), several features typically associated with state policy mandates are present in the strategies. Common features include (1) provisions for systematic and extended assistance for at least one school

year, (2) persons providing support are specifically assigned that responsibility, (3) probation, along with provisional license to teach and appraisal of competence through use of a state or district evaluation plan are incorporated, and (4) commitment to viewing the beginning year as a critical part of teacher professional development with emphasis on instructional improvement (Zeichner, 1979).

As magnate fifth-year programs designed to attract high-ability persons, including those who have had careers in other fields, unique programmatic features were intentionally planned to modify the types of experiences normally associated with entry-year teachers. The following features summarize some of those:

a. emphasis on explicit and analytical learning and assessment of teaching behavior and not permitting, if possible, as Lortie (1975) claimed was typically the case, for learning to be imitative and intuitive.

b. focus on development of analytic/reflective practitioners willing to question teaching approaches and try strategies that hold promise (Griffin, 1985).

c. encouraging collegial interactions among novices and experienced professionals that foster discourse about the challenges, opportunities, and problems of teaching which negate the typical patterns of novice's seeking advice or assistance only when they experience difficulties (Little, 1982).

d. altering the traditional roles of beginning teachers as "working largely alone" (Lortie, 1966) which prohibits one from making working knowledge explicit and "keeping one's victories private" (p. 59).

e. providing for diverse planned and systematic school-based activities such as opportunities to observe

various approaches to instruction and participation in the total life of the school (Bolam, 1987).

f. induction jointly planned by college and LEA personnel and securing the support of school principals and district administrators (Bolam, 1987).

The Concepts of Teaching Culture and Preparation-Induction

Teaching Cultures and the In-sider Perspective

The constructs of "teaching cultures" and "in-sider perspectives" were important theoretical features influencing the design of the preparation-induction study and the creation of scales for soliciting data from the subjects. More specifically, the goal was to document understandings interns reported as they participated in the work of teachers. These understandings were framed within the construct of "teaching cultures" as "work-related beliefs and knowledge teachers share- beliefs about appropriate ways of acting on the job and rewarding aspects of teaching, and knowledge that enables teachers to do their work" (Feiman-Nemser & Floden, 1986, p. 505). Documentation of changes reported by the interns were sought as self-reported data and valued as congruent with a recent trend in research on teacher education. This trend recognizes the importance of attaining a better understanding of "the meaning of teaching to teachers and the origins of those meanings" (Feiman-Nemser & Floden, p 505). While sensitive to the problems of attempting to rely upon self-reports of changes in understandings and problems

of determining the accuracy of self-reports (Nisbett and Wilson, 1977), the in-sider's perspective was sought and novice teachers valued as important informants regarding the changes they were experiencing. While qualitative strategies focus on such perspectives, in this study, quantitative data collection plans were also guided by this perspective.

Thus the research summarized here sought to document and contrast novice teachers' involvement and understandings of the roles of teaching and complexities of the school as a formal system, and contrast their attitudinal perspectives toward various aspects of schools, school personnel and students. Documentation of the interns' technical skills is not a purpose of this report.

The Induction-Preparation Conceptualization

In this study induction was viewed as a process through which the beginning teacher attained a "shared structure of intelligibility", (Feinberg and Soltis, 1985, p. 98) or understanding of the language, norms, and conventions associated with the occupational role of teaching. Such a structure is viewed as necessary for communicating with each other and for conceptualizing the work of teaching and the purposes of schooling. While formal coursework and professional seminar experiences during the preparation phase are important in developing the structures, it is

within the context of the school and the performance of teaching roles that these understandings becoming meaningful for the beginning teacher.

The conceptualization of the induction-preparation models, as they both directed the implementation of the Cycle II programs and the evaluation design, is structurally related to Feiman-Nemser's (1983) conception of phases of learning-to-teach. She has proposed four phases in the development of teachers that are appropriate for "putting together a data base" through which we can better document and explain the complex factors influencing the development of a teacher (pp. 151-152). These are: (1.) The pretraining phase in which prospective teachers are learning things that will shape their future teaching conceptualizations and behaviors, (2.) The preservice phase of formal preparation for teaching, (3.) The induction phase which coincides with the first year of teaching, and (4.) The inservice phase which covers the rest of one's career as a career.

The research focus was on two of these phases: the preservice phase of formal preparation, specifically student teaching, and the entry-induction year which are combined for fifth-year teaching interns. Students in the undergraduate program may be viewed as completing the preservice phase only though their experiences as student teachers are essentially inducting them into teaching roles

prior to their entry-year as teachers. Moreover, various clinical, field/laboratory experiences during the 4 year program placed them in the schools for "apprenticeships of observation" and provided controlled contexts in which they performed various roles as teachers, without full responsibilities as professionals. These experiential learnings, along with their formal preparation, can be defined as being associated with induction even though they are normally viewed as preservice and thus excluded from discussions on induction.

The Symposium Papers

Reports of the various phases of the 1986-87 induction study have been prepared and will be presented by college faculty and doctoral level graduate assistants who were actively involved in conceptualizing the study, collecting and analyzing data, and generating the interpretations that will be presented. Two of the authors participated in developing the initial plan for the two fifth-year programs and have been heavily involved in implementation activities as program coordinators. This acknowledgement is made to illustrate the commitment the Center staff has to program development and to the assessment of their ideas as they have been placed in action. Robert Houston stated it this way: "Only in continual, databased, thoughtful change will

teacher preparation programs improve (1987, p. 94). Our purpose is to share some of the data and the interpretations we have sought to utilize in a continual, thoughtful approach to the improvement of the professional preparation of teachers.

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